

# 10 Free Brain Gym Exercises

<http://www.healthyexerciseworld.com/brain-gym-exercises.html>



1) **Cross Crawl**, another of the [brain gym](#) exercises that helps with spelling, writing, [listening](#), reading and comprehension by coordinating the right & [left brain](#). brain gym exercises, effects exercise, free brain exercises, brain training exercises

- \* Stand or sit. Place your right hand across the body to the left knee as you raise it, and then do the same thing for the left hand on the right knee just as if you were marching. Do this for 2 - 3 minutes.

2) **Brain Buttons** This free brain exercise increases blood flow to the brain. The extra blood flow, the extra water, switches the brain ON, improves attention required for learning & performing.

- \* Position one hand so that there is as wide a space as possible between the thumb and index finger, like a large letter "L."

- \* Place your index and thumb into the slight indentations below the collar bone on each side of the [sternum](#). Press lightly in a pulsing manner.

- \* At the same time put the other hand over the navel area of the stomach. Gently press on these points for about 2 minutes.



3) **Lazy 8s** improves visual attention & eye mobility needed for reading.

- \*Align body with a point at eye level. This will be the midpoint of the 8.

- \* Choose a comfortable position for drawing the Lazy 8, adjusting the width and height to fit your needs.

- \* Start on the midline and moves counterclockwise first, up, over, and around. Then move clockwise: up, over, around, and back to the beginning midpoint.

- \* As the eyes follow the Lazy 8, the head moves slightly and the neck remains relaxed. Three repetitions with each hand separately and then both together.

4) **Arm Activation**, one of our free brain exercises, helps increase attention span.

\* Reach up above your head with your left arm, lengthening from your rib cage. Hold your arm just below the elbow with your right hand.

\* Now isometrically activate your left arm for a few seconds in each of four positions away from your head, forward, backward, and toward your ear. Rest your left arm again at your side. Now stand and let your arms hang comfortably by your sides.



5) **Hook Ups** are an example of how effects of exercise include improvement of mood, lessening of anxiety.

\* Stand or sit with the right leg crossed over the left at the ankles.

\* Take your right wrist and cross it over the left wrist and link up the fingers so that the right wrist is on top.

\* Bend the elbows out and gently turn the fingers in towards the body until they rest on the sternum (breast bone) in the center of [the chest](#). Stay in this position.

\* Keep the ankles crossed and the wrists crossed and then breathe evenly in this position for a few minutes. You should feel noticeably calmer after that time.

6) **Thinking Caps** helps with spelling, short-term memory, listening ability & abstract thinking.

\* Perform this brain training exercise by using your thumb and index finger to gently pull and unroll the outer part of the ear, starting from the top and slowly moving to the [lobe](#). Pull the lobe gently. Repeat three times.

7) **Calf Pumps** improves concentration, attention, comprehension, imagination and endurance. brain gym exercises, effects exercise, free brain exercises, brain training exercises

\* Reap the beneficial effects of this exercise by standing, arms length away from a wall, placing your hands (shoulder-width apart) against it.

\* Extend your left leg straight out behind you so that the ball of your foot is on the floor and your heel is off the floor and your body is slanted at 45 degrees.

\* Exhale, leaning forward against the wall while also bending your right heel and pressing your left heel against the floor. The more you bend the front knee, the more lengthening you will feel in the back of your left calf.

\* Inhale and raise yourself back up while relaxing and raising the left heel. Do three or more times, completing a breath with each cycle. Alternate to the other leg and repeat.

8) **The Elephant** is a brain training exercise that activates all areas of the mind/body system & is highly recommended for children with [attention deficit disorder](#).

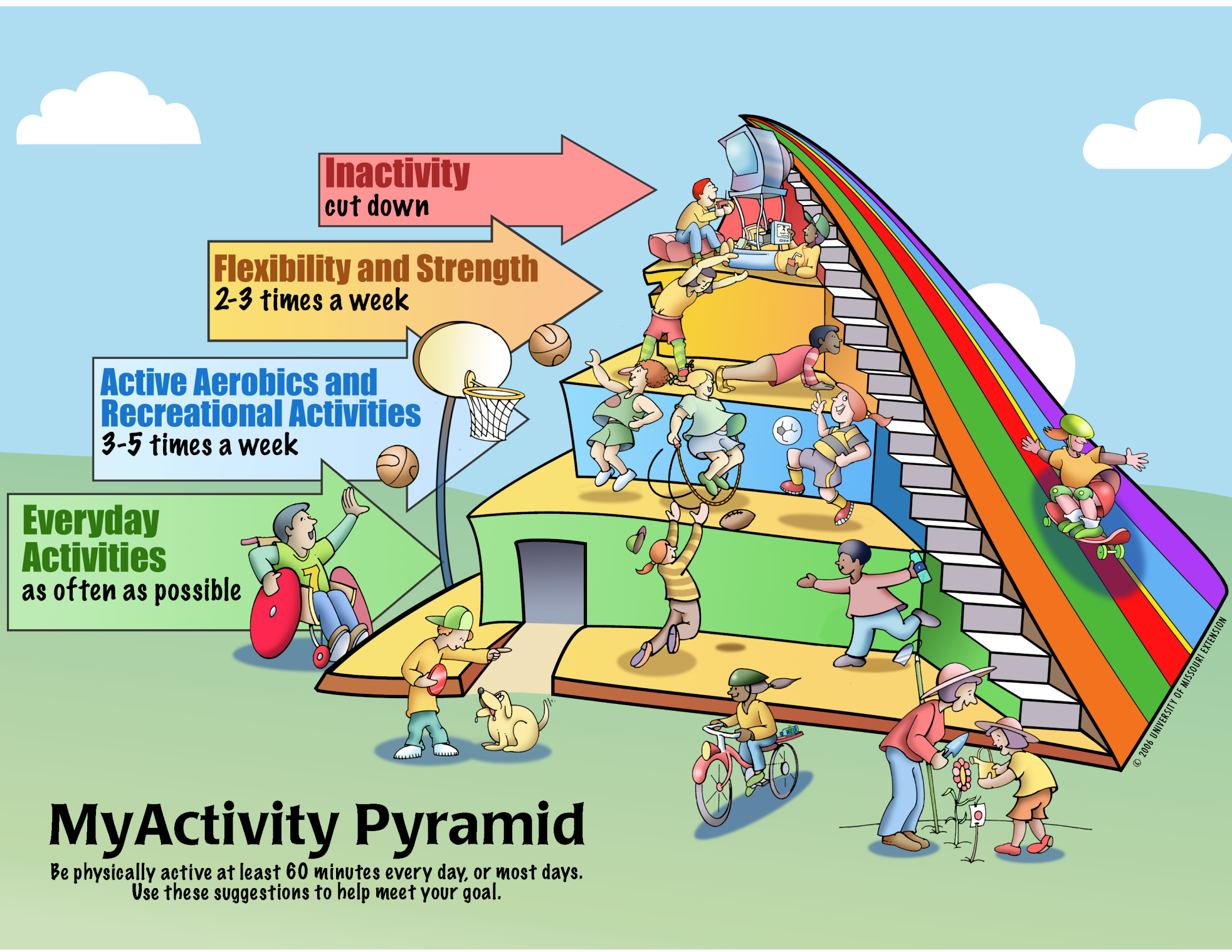
\* Place the left ear on the left shoulder then extending the left arm like the trunk of an elephant with knees relaxed, draw the infinity sign (crossing up in the middle) in front of you. Switch arms after three to five complete signs.

9) **Energy Yawn** is one of the Brain Gym Exercises that relieves the stress that interferes with learning & performance.

\* Simply massage the muscles around the TMJ (temporal-mandibular joint) at the junction of the jaws.

10) **Positive Points** helps [relieve stress](#) & improve memory.

\* Lightly touch the point above each eye halfway between the hairline and the eyebrow with fingertips of each hand. Close your eyes and breathe slowly and deeply for a few seconds. Release & repeat 3 times.



**Inactivity**  
cut down

**Flexibility and Strength**  
2-3 times a week

**Active Aerobics and  
Recreational Activities**  
3-5 times a week

**Everyday  
Activities**  
as often as possible

# MyActivity Pyramid

Be physically active at least 60 minutes every day, or most days.  
Use these suggestions to help meet your goal.

# MyActivity Pyramid

**Be physically active at least 60 minutes every day, or most days.**  
**Use these suggestions to help meet your goal:**

Everyday Activities	Active Aerobics and Recreational Activities	Flexibility and Strength	Inactivity
As often as possible	3-5 times a week	2-3 times a week	Cut down
<ul style="list-style-type: none"> <li>• Playing outside</li> <li>• Helping with chores around the house or yard</li> <li>• Taking the stairs instead of the elevator</li> <li>• Picking up toys</li> <li>• Walking</li> </ul> 	<ul style="list-style-type: none"> <li>• Playing basketball</li> <li>• Biking</li> <li>• Playing baseball or softball</li> <li>• Rollerblading</li> <li>• Skateboarding</li> <li>• Playing soccer</li> <li>• Swimming</li> <li>• Playground games</li> <li>• Jumping rope</li> </ul> 	<ul style="list-style-type: none"> <li>• Practicing martial arts</li> <li>• Rope climbing</li> <li>• Stretching</li> <li>• Practicing yoga</li> <li>• Doing push-ups and pull-ups</li> </ul> 	<ul style="list-style-type: none"> <li>• Watching television</li> <li>• Playing on the computer</li> <li>• Sitting for too long</li> <li>• Playing video games</li> </ul> 

## Find your balance between food and fun:

- Move more. Aim for at least 60 minutes every day, or most days.
- Walk, dance, bike, rollerblade – it all counts. How great is that!

This publication is adapted from USDA's MyPyramid and was funded in part by USDA's Food Stamp Program.



# *National Association for Sport and Physical Education*

## **Integrating Physical Activity into the Complete School Day**

The National Association for Sport and Physical Education ([NASPE](#)) recommends that children spend at least [60 minutes per day in physical activity](#). Along with physical education classes, students need physical activity opportunities throughout the school day to meet these recommended minimum requirements.

During the school day, children and youth need a “break” from sedentary activities in the classroom. Physical activity breaks meet this need and can increase individuals’ daily physical activity levels.

Physical activity breaks or energizers can be incorporated into the school day during early morning announcements, in hallways while students are waiting in line, and during each academic class as a way of integrating learning objectives with physical movement. Engaging the body and mind in physical activity during transition times will provide students with a much-needed break from sedentary time, and assist them in focusing on the next learning activity.

The resources below will provide meaningful physical activities that students can engage in during small amounts of time. These activities can be used by classroom teachers, physical educators, and anyone wishing to engage youth in a brief bout of physical activity.

### **Brain Breaks/Energizers/Physical Activities for Use During School**

[ABC For Fitness](#)

[Accelerated Learning Brain Breaks](#) - unusual brain break games.

[Active Academics](#) - activities integrate physical activity into lessons, by grade and subject.

[Activity Ideas for All Seasons](#)

[Behaviour Matters Brain Breaks](#) - brain break activities.

[Brain Breaks](#)- elementary level, organized by academic subject matter.

[Choosy Kids](#) – resources for nutrition and physical activity.

[CircusFit](#)

[Current Health Fitness Guide](#)



[Dr. Jean Brain Breaks](#) - list of activities for younger children (pre-school and K).

[Energizers: Classroom Based Activities](#)

[Fit Kids Activities](#) - physical activities that integrate academics.

[Game On! The Ultimate Wellness Challenge](#)

[Help Inspire Strong Bodies](#) - physical activity brochure for teachers from CDC.

[Just-A-Minute \(JAM\) School Program](#)- fitness break activities, including monthly newsletter.

[Lead Them Toward Success](#) - physical activity brochure for principals from CDC.

[Mississippi's Health in Action Program](#)

[Mississippi's You've Gotta Move Program](#)

[Moving More Challenge](#) - fitness challenge program available to schools to encourage physical activity before/during/after school.

[NASPE's Teacher Toolbox](#)

[North Carolina Energizers](#) - download "booklets" of energizer activities for elementary and middle school classrooms.

[nrgBalance](#)

[nrg Powered by Choice](#)-for teens and leaders

[PE Central](#)

[Ready, Set, Fit](#) –health and activity program for classroom teachers in grades 3 and 4.

[Take Ten](#) - ties learning objectives to physical movement.

[U.F.A. Brain Breaks](#)- brain break activities.

## **Activities for Use Before and After School**

[Afterschool.gov](#)

[After School Physical Activity Website](#)

[BAM: Body and Mind](#)

[California's After School Physical Activity Guidelines](#)

[Fit for Life After School Program](#) – activity leader handouts and nutrition mini-lessons.

[The Healthy Kids, Healthy New York After-School Initiative Toolkit](#)

[Kidnetic](#)

[Kids In Action](#)

[Physical Activity Pyramid for Your After School Program](#)

[President's Challenge for Kids](#)

[Promoting Physical Activity and Healthy Nutrition in After School Settings: Strategies for Program Leaders and Policy Makers](#)

[ReCharge Energize After School](#) –after school activities from Action for Healthy Kids

[Sports 4 Kids Playbook](#)- after school program guide

[VERB: Play Activities for Tweens](#)

### **Staff Wellness Ideas**

[American Cancer Society Workplace Solutions](#)

[CDC Healthier Worksite Initiative](#)

[Comprehensive Guide to Worksite Wellness](#)

[The Good Work! Resource Kit](#)

[Healthy Arkansas Worksite Wellness Toolkit](#)

Health Canada [Activities You Can Do At Work](#)

[Healthy Workforce 2010: An Essential Health Promotion Sourcebook for Employers, Large and Small](#)

[Investing in Health: Proven Health Promotion Practices for Workplaces](#)

[Moving into Action: Promoting Heart–Healthy & Stroke–Free Communities](#)

[Physical Activity at Meetings](#)

[School Employee Wellness: A Guide for Protecting the Assets of Our Nation's Schools](#)

[Strategic Alliance ENACT](#)

[UCLA Lift Off! Program](#)

[University of Hawaii](#)

[Wellness Council of America](#)

[State Worksite Wellness Programs](#) database



## **Active Transport**

[Bike for All](#)

[CDC Walk to School Program](#)

[Creating a Walk to School Program](#)

[International Walk to School Program](#)

[Safe Routes to School](#)

[Walking School Bus](#)

# **Model Local School Wellness Policies on Physical Activity and Nutrition**

**National Alliance for Nutrition and Activity (NANA)  
March 2005**

## **Background**

In the Child Nutrition and WIC Reauthorization Act of 2004, the U.S. Congress established a new requirement that all school districts with a federally-funded school meals program develop and implement wellness policies that address nutrition and physical activity by the start of the 2006-2007 school year [provide link to Section 204]. In response to requests for guidance on developing such policies, the National Alliance for Nutrition and Activity (NANA, see [www.nanacoalition.org](http://www.nanacoalition.org)) convened a work group of more than 50 health, physical activity, nutrition, and education professionals from a variety of national and state organizations to develop a set of model policies for local school districts.

The model nutrition and physical activity policies below meet the new federal requirement. This comprehensive set of model nutrition and physical activity policies<sup>1</sup> is based on nutrition science, public health research, and existing practices from exemplary states and local school districts around the country. The NANA work group's first priority was to promote children's health and well-being. However, feasibility of policy implementation also was considered.

## **Using the Model Policies**

School districts may choose to use the following model policies as written or revise them as needed to meet local needs and reflect community priorities. When developing wellness policies, school districts will need to take into account their unique circumstances, challenges, and opportunities. Among the factors to consider are socioeconomic status of the student body; school size; rural or urban location; and presence of immigrant, dual-language, or limited-English students.

It often helps to begin by conducting a baseline assessment of schools' existing nutrition and physical activity environments. The results of school-by-school assessments can be compiled at the district level to prioritize needs. Useful self-assessment and planning tools include the *School Health Index* from the Centers for Disease Control and Prevention (CDC), *Changing the Scene* from the Team Nutrition Program of the U.S. Department of Agriculture (USDA), and *Opportunity to Learn Standards for Elementary*,

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<sup>1</sup> Some aspects of a broader conception of "wellness" are not addressed in the model policies that follow. NANA encourages school districts to establish and maintain a coordinated school health program that addresses all components of school health, including mental health services and school health services, which are not addressed in these model policies. These model policies also do not address certain important related areas, such as counseling services for those with eating disorders; food safety policies; and policies to reduce weight-related bullying.

*Middle, and High School Physical Education* from the National Association for Sport and Physical Education.

A district may find it more practical to phase in the adoption of its wellness policies than to implement a comprehensive set of nutrition and physical activity policies all at once. Compromises from the ideal might be required as district decision makers consider challenges such as limited class time, curriculum requirements, and funding and space constraints.

The Appendix contains a list of selected resources to assist with the development, implementation, and monitoring/review of local wellness policies. In addition, many of the members of the National Alliance for Nutrition and Activity listed below are available to provide advice and assistance as school districts undertake this important task.

*For more information, contact Joy Johanson at the Center for Science in the Public Interest at 202-777-8351 or [jjohanson@cspinet.org](mailto:jjohanson@cspinet.org) or Jessica Donze Black at the American Dietetic Association at 202-775-8277 or [jdonze@eatright.org](mailto:jdonze@eatright.org).*

**The following organizations assisted with or supported  
the development of these model policies:**

Action for Healthy Kids of Illinois

<[www.actionforhealthykids.org/AFHK/team\\_center/team\\_public\\_view.php?team=IL&Submit=Go](http://www.actionforhealthykids.org/AFHK/team_center/team_public_view.php?team=IL&Submit=Go)>

Advocacy Institute

<[www.advocacy.org](http://www.advocacy.org)>

Advocates for Better Children's Diets

<[www.nchapman.com/abcd.html](http://www.nchapman.com/abcd.html)>

American Cancer Society

<[www.cancer.org](http://www.cancer.org)>

American Dental Association

<[www.ada.org/public/topics/diet.asp](http://www.ada.org/public/topics/diet.asp)>

American Diabetes Association

<[www.diabetes.org](http://www.diabetes.org)>

American Dietetic Association

<[www.eatright.org](http://www.eatright.org)>

American Public Health Association

<[www.apha.org](http://www.apha.org)>

American School Health Association

<[www.ashaweb.org](http://www.ashaweb.org)>

American Society of Bariatric Physicians

<[www.asbp.org](http://www.asbp.org)>

Association of State and Territorial Public Health Nutrition Directors

<[www.astphnd.org](http://www.astphnd.org)>

Be Active New York State

<[www.BeActiveNYS.org](http://www.BeActiveNYS.org)>

California Center for Public Health Advocacy

<[www.publichealthadvocacy.org](http://www.publichealthadvocacy.org)>

California Food Policy Advocates

<[www.cfpa.net](http://www.cfpa.net)>

Center for Behavioral Epidemiology and Community Health

<[www.cbeach.org](http://www.cbeach.org)>

Center for Informed Food Choices  
<[www.informedeating.org](http://www.informedeating.org)>

Center for Science in the Public Interest  
<[www.cspinet.org/nutritionpolicy](http://www.cspinet.org/nutritionpolicy)>

Chronic Disease Directors  
<[www.chronicdisease.org](http://www.chronicdisease.org)>

Community Food Security Coalition  
<[www.foodsecurity.org](http://www.foodsecurity.org)>

Community Health Partnership (OR)  
<[www.communityhealthpartnership.org](http://www.communityhealthpartnership.org)>

Council of Chief State School Officers  
<[www.ccsso.org/schoolhealth](http://www.ccsso.org/schoolhealth)>

Elyria City Health District (OH)  
<[www.elyriahealth.com](http://www.elyriahealth.com)>

Fitness Forward Foundation  
<[www.fitnessforward.org](http://www.fitnessforward.org)>

The Food Trust (PA)  
<[www.thefoodtrust.org/php/programs/comp.school.nutrition.php](http://www.thefoodtrust.org/php/programs/comp.school.nutrition.php)>

George Washington Cancer Institute  
<[www.gwumc.edu/gwci](http://www.gwumc.edu/gwci)>

Harvard Prevention Research Center  
<[www.hsph.harvard.edu/prc](http://www.hsph.harvard.edu/prc)>

Harvard School of Public Health, Partnerships for Children's Health

Healthy Schools Campaign  
<[www.healthyschoolscampaign.org](http://www.healthyschoolscampaign.org)>

Howard University Cancer Center  
<[www.med.howard.edu/hucc](http://www.med.howard.edu/hucc)>

Hunter College in the City University of New York, Program in Urban Public Health  
<[www.hunter.cuny.edu/schoolhp/nfs/index.htm](http://www.hunter.cuny.edu/schoolhp/nfs/index.htm)>

Institute for America's Health  
<[www.healthy-america.org](http://www.healthy-america.org)>

I4 Learning  
<[www.i4learning.com](http://www.i4learning.com)>

Kids First  
<[www.kidsfirstri.org](http://www.kidsfirstri.org)>

Louisiana Public Health Institute  
<[www.lphi.org](http://www.lphi.org)>

Muskegon Community Health Project (MI)  
<[www.mchp.org](http://www.mchp.org)>

National Association for Health and Fitness  
<[www.physicalfitness.org](http://www.physicalfitness.org)>

National Association for Sport and Physical Education (NASPE)  
<[www.naspeinfo.org/template.cfm?template=policies.html](http://www.naspeinfo.org/template.cfm?template=policies.html)>

National Association of Pediatric Nurse Practitioners

National Association of State Boards of Education (NASBE)  
<[www.nasbe.org/HealthySchools](http://www.nasbe.org/HealthySchools)>

National Center for Bicycling and Walking  
<[www.bikewalk.org](http://www.bikewalk.org)>

National Education Association – Health Information Network  
<[www.neasmartbody.org](http://www.neasmartbody.org)>

National PTA  
<[www.pta.org](http://www.pta.org)>

National Research Center for Women and Families  
<[www.center4research.org](http://www.center4research.org)>

National School Boards Association (NSBA)  
<[www.nsba.org/schoolhealth](http://www.nsba.org/schoolhealth)>

New York State Department of Health  
<[www.health.state.ny.us/nysdoh/chronic/obesity/](http://www.health.state.ny.us/nysdoh/chronic/obesity/)> and  
<[www.health.state.ny.us/nysdoh/nutrition.index.htm](http://www.health.state.ny.us/nysdoh/nutrition.index.htm)>

New York State Nutrition Council

North Dakota Dietetic Association  
<[www.eatrightnd.org](http://www.eatrightnd.org)>

Parents' Action for Children  
<[www.parentsaction.org](http://www.parentsaction.org)>

PE4life  
<[www.pe4life.org](http://www.pe4life.org)>

Prevention Institute

<[www.preventioninstitute.org/sa/enact.html](http://www.preventioninstitute.org/sa/enact.html)>

Produce for Better Health Foundation

<[www.5aday.org](http://www.5aday.org)>

Produce Marketing Association

<[www.pma.com](http://www.pma.com)>

Samuels and Associates

<[www.samuelsandassociates.com](http://www.samuelsandassociates.com)>

Society for Nutrition Education

<[www.sne.org](http://www.sne.org)>

SPARK PE

<[www.sparkpe.org](http://www.sparkpe.org)>

Sportime

<[www.sportime.com](http://www.sportime.com)>

Stark County Health Department (OH)

<[www.starkhealth.org](http://www.starkhealth.org)>

Step Together New Orleans

*Administered by Louisiana Public Health Institute in partnership with  
the City of New Orleans*

<[www.steptogethernola.org/home](http://www.steptogethernola.org/home)>

United Fresh Fruit and Vegetable Association

<[www.uffva.org](http://www.uffva.org)>

University of Arkansas for Medical Sciences College of Public Health

<[www.uams.edu/coph](http://www.uams.edu/coph)>

U.S. Water Fitness Association

<[www.mwaquatics.com](http://www.mwaquatics.com)>

Women's Sports Foundation

<[www.womenssportsfoundation.org](http://www.womenssportsfoundation.org)>

Young People's Healthy Heart Program at Mercy Hospital (ND)

<[www.healthyheartprogram.com](http://www.healthyheartprogram.com)>



# **School District's Wellness Policies on Physical Activity and Nutrition**

## **Preamble**

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, 33% of high school students do not participate in sufficient vigorous physical activity and 72% of high school students do not attend daily physical education classes;

Whereas, only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main recommendations from the Food Guide Pyramid;

Whereas, nationally, the items most commonly sold from school vending machines, school stores, and snack bars include low-nutrition foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes;

Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, the \_\_\_\_\_ School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the \_\_\_\_\_ School District that:

- The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Summer Food Service Program, Fruit and Vegetable Snack Program, and Child and Adult Care Food Program [including suppers]).
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

## **TO ACHIEVE THESE POLICY GOALS:**

### **I. School Health Councils**

The school district and/or individual schools within the district will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)

### **II. Nutritional Quality of Foods and Beverages Sold and Served on Campus**

#### **School Meals**

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;

- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables;<sup>2</sup>
- serve only low-fat (1%) and fat-free milk<sup>3</sup> and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- ensure that half of the served grains are whole grain.<sup>3,4</sup>

Schools should engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, schools should share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.

**Breakfast.** To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, “grab-and-go” breakfast, or breakfast during morning break or recess.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

**Free and Reduced-priced Meals.** Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals<sup>5</sup>. Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children,

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<sup>2</sup> To the extent possible, schools will offer at least two non-fried vegetable and two fruit options each day and will offer five different fruits and five different vegetables over the course of a week. Schools are encouraged to source fresh fruits and vegetables from local farmers when practicable.

<sup>3</sup> As recommended by the *Dietary Guidelines for Americans 2005*.

<sup>4</sup> A whole grain is one labeled as a “whole” grain product or with a whole grain listed as the primary grain ingredient in the ingredient statement. Examples include “whole” wheat flour, cracked wheat, brown rice, and oatmeal.

<sup>5</sup> It is against the law to make others in the cafeteria aware of the eligibility status of children for free, reduced-price, or “paid” meals.

regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as “grab-and-go” or classroom breakfast.

**Summer Food Service Program.** Schools in which more than 50% of students are eligible for free or reduced-price school meals will sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

**Meal Times and Scheduling.** Schools:

- will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- should schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will schedule lunch periods to follow recess periods (in elementary schools);
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (*e.g.*, orthodontia or high tooth decay risk).

**Qualifications of School Food Service Staff.** Qualified nutrition professionals will administer the school meal programs. As part of the school district’s responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.<sup>6</sup>

**Sharing of Foods and Beverages.** Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children’s diets.

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<sup>6</sup> School nutrition staff development programs are available through the USDA, School Nutrition Association, and National Food Service Management Institute.

**Foods and Beverages Sold Individually (*i.e.*, foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)**

**Elementary Schools.** The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

**Middle/Junior High and High Schools.** In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:

**Beverages**

- Allowed: water or seltzer water<sup>7</sup> without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);
- Not allowed: soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

**Foods**

- A food item sold individually:
  - will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;
  - will have no more than 35% of its *weight* from added sugars;<sup>8</sup>
  - will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg

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<sup>7</sup> Surprisingly, seltzer water may not be sold during meal times in areas of the school where food is sold or eaten because it is considered a "Food of Minimal Nutritional Value" (Appendix B of 7 CFR Part 210).

<sup>8</sup> If a food manufacturer fails to provide the *added* sugars content of a food item, use the percentage of weight from *total* sugars (in place of the percentage of weight from *added* sugars), and exempt fruits, vegetables, and dairy foods from this total sugars limit.

of sodium for pizza, sandwiches, and main dishes.

- A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).<sup>9</sup>

### **Portion Sizes:**

- Limit portion sizes of foods and beverages sold individually to those listed below:
  - One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
  - One ounce for cookies;
  - Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
  - Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
  - Eight ounces for non-frozen yogurt;
  - Twelve fluid ounces for beverages, excluding water; and
  - The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

**Fundraising Activities.** To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities.

**Snacks.** Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.

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<sup>9</sup> Schools that have vending machines are encouraged to include refrigerated snack vending machines, which can accommodate fruits, vegetables, yogurts, and other perishable items.

The district will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

**Rewards.** Schools will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,<sup>10</sup> and will not withhold food or beverages (including food served through school meals) as a punishment.

**Celebrations.** Schools should limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). The district will disseminate a list of healthy party ideas to parents and teachers.

**School-sponsored Events** (such as, but not limited to, athletic events, dances, or performances). Foods and beverages offered or sold at school-sponsored events outside the school day will meet the nutrition standards for meals or for foods and beverages sold individually (above).

### **III. Nutrition and Physical Activity Promotion and Food Marketing**

**Nutrition Education and Promotion.** \_\_\_\_\_ School District aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;

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<sup>10</sup> Unless this practice is allowed by a student's individual education plan (IEP).



- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

**Integrating Physical Activity into the Classroom Setting.** For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

**Communications with Parents.** The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The district/school will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

**Food Marketing in Schools.** School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).<sup>11</sup> School-based marketing of brands promoting predominantly low-nutrition foods and beverages<sup>12</sup> is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

**Staff Wellness.** \_\_\_\_\_ School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Each district/school should establish and maintain a staff wellness committee composed of at least one staff member, school health council member, local hospital representative, dietitian or other health professional, recreation program representative, union representative, and employee benefits specialist. (The staff wellness committee could be a subcommittee of the school health council.) The committee should develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The staff wellness committee should distribute its plan to the school health council annually.

## **IV. Physical Activity Opportunities and Physical Education**

**Daily Physical Education (P.E.) K-12.** All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education (or its equivalent of 150 minutes/week for elementary school students and 225 minutes/week for middle and high school students) for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity

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<sup>11</sup> Advertising of low-nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the Internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool.

<sup>12</sup> Schools should not permit general brand marketing for food brands under which more than half of the foods or beverages do not meet the nutrition standards for foods sold individually or the meals are not consistent with school meal nutrition standards.

(e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

**Daily Recess.** All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (*i.e.*, periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

**Physical Activity Opportunities Before and After School.** All elementary, middle, and high schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

**Physical Activity and Punishment.** Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

**Safe Routes to School.** The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts. The school district will explore the availability of federal “safe routes to school” funds, administered by the state department of transportation, to finance such improvements. The school district will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

**Use of School Facilities Outside of School Hours.** School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

## V. Monitoring and Policy Review

**Monitoring.** The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district will request from the state agency that a SMI review be scheduled as soon as possible.

The superintendent or designee will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the district.

**Policy Review.** To help with the initial development of the district's wellness policies, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.<sup>13</sup> The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

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<sup>13</sup> Useful self-assessment and planning tools include the *School Health Index* from the Centers for Disease Control and Prevention (CDC), *Changing the Scene* from the Team Nutrition Program of the U.S. Department of Agriculture (USDA), and *Opportunity to Learn Standards for Elementary, Middle, and High School Physical Education* from the National Association for Sport and Physical Education.

## VI. Resources for Local School Wellness Policies on Nutrition and Physical Activity

### **Crosscutting:**

- *School Health Index*, Centers for Disease Control and Prevention, <<http://apps.nccd.cdc.gov/shi/>>
- Local Wellness Policy website, U.S. Department of Agriculture, <<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>>
- *Fit, Healthy, and Ready to Learn: a School Health Policy Guide*, National Association of State Boards of Education, <[www.nasbe.org/HealthySchools/fithealthy.mgi](http://www.nasbe.org/HealthySchools/fithealthy.mgi)>
- *Preventing Childhood Obesity: Health in the Balance*, the Institute of Medicine of the National Academies, <[www.iom.edu/report.asp?id=22596](http://www.iom.edu/report.asp?id=22596)>
- *The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools*, Action for Healthy Kids, <[www.actionforhealthykids.org/docs/specialreports/LC%20Color%20120204\\_final.pdf](http://www.actionforhealthykids.org/docs/specialreports/LC%20Color%20120204_final.pdf)>
- *Ten Strategies for Promoting Physical Activity, Healthy Eating, and a Tobacco-free Lifestyle through School Health Programs*, Centers for Disease Control and Prevention, <[www.cdc.gov/healthyyouth/publications/pdf/ten\\_strategies.pdf](http://www.cdc.gov/healthyyouth/publications/pdf/ten_strategies.pdf)>
- *Health, Mental Health, and Safety Guidelines for Schools*, American Academy of Pediatrics and National Association of School Nurses, <<http://www.nationalguidelines.org>>
- *Cardiovascular Health Promotion in Schools*, American Heart Association [link to pdf]

### **School Health Councils:**

- *Promoting Healthy Youth, Schools and Communities: A Guide to Community-School Health Councils*, American Cancer Society [link to PDF]
- *Effective School Health Advisory Councils: Moving from Policy to Action*, Public Schools of North Carolina, <[www.nchealthyschools.org/nchealthyschools/htdocs/SHAC\\_manual.pdf](http://www.nchealthyschools.org/nchealthyschools/htdocs/SHAC_manual.pdf)>

## **Nutrition:**

### **General Resources on Nutrition**

- *Making it Happen: School Nutrition Success Stories*, Centers for Disease Control and Prevention, U.S. Department of Agriculture, and U.S. Department of Education, <<http://www.cdc.gov/HealthyYouth/nutrition/Making-It-Happen/>>
- *Changing the Scene: Improving the School Nutrition Environment Toolkit*, U.S. Department of Agriculture, <[www.fns.usda.gov/tn/Healthy/changing.html](http://www.fns.usda.gov/tn/Healthy/changing.html)>
- *Dietary Guidelines for Americans 2005*, U.S. Department of Health and Human Services and U.S. Department of Agriculture, <[www.health.gov/dietaryguidelines/dga2005/document/](http://www.health.gov/dietaryguidelines/dga2005/document/)>
- *Guidelines for School Health Programs to Promote Lifelong Healthy Eating*, Centers for Disease Control and Prevention, <[www.cdc.gov/mmwr/pdf/rr/rr4509.pdf](http://www.cdc.gov/mmwr/pdf/rr/rr4509.pdf)>
- *Healthy Food Policy Resource Guide*, California School Boards Association and California Project LEAN, <[www.csba.org/ps/hf.htm](http://www.csba.org/ps/hf.htm)>
- *Diet and Oral Health*, American Dental Association, <<http://www.ada.org/public/topics/diet.asp>>

### **School Meals**

- *Healthy School Meals Resource System*, U.S. Department of Agriculture, <<http://schoolmeals.nal.usda.gov/>>
- *School Nutrition Dietary Assessment Study–II*, a U.S. Department of Agriculture study of the foods served in the National School Lunch Program and the School Breakfast Program, <[www.cspinet.org/nutritionpolicy/SNDAllfind.pdf](http://www.cspinet.org/nutritionpolicy/SNDAllfind.pdf)>
- *Local Support for Nutrition Integrity in Schools*, American Dietetic Association, <[www.eatright.org/Member/Files/Local.pdf](http://www.eatright.org/Member/Files/Local.pdf)>
- *Nutrition Services: an Essential Component of Comprehensive Health Programs*, American Dietetic Association, <[www.eatright.org/Public/NutritionInformation/92\\_8243.cfm](http://www.eatright.org/Public/NutritionInformation/92_8243.cfm)>
- *HealthierUS School Challenge*, U.S. Department of Agriculture, <[www.fns.usda.gov/tn/HealthierUS/index.htm](http://www.fns.usda.gov/tn/HealthierUS/index.htm)>

- *Breakfast for Learning*, Food Research and Action Center,  
<[www.frac.org/pdf/breakfastforlearning.PDF](http://www.frac.org/pdf/breakfastforlearning.PDF)>
- *School Breakfast Scorecard*, Food Research and Action Center,  
<[www.frac.org/School\\_Breakfast\\_Report/2004/](http://www.frac.org/School_Breakfast_Report/2004/)>
- *Arkansas Child Health Advisory Committee Recommendations* [includes recommendation for professional development for child nutrition professionals in schools],  
<[www.healthyarkansas.com/advisory\\_committee/pdf/final\\_recommendations.pdf](http://www.healthyarkansas.com/advisory_committee/pdf/final_recommendations.pdf)>

### **Meal Times and Scheduling**

- *Eating at School: A Summary of NFSMI Research on Time Required by Students to Eat Lunch*, National Food Service Management Institute (NFSMI) [Attach PDF file]  
  
*Relationships of Meal and Recess Schedules to Plate Waste in Elementary Schools*, National Food Service Management Institute,  
<[www.nfsmi.org/Information/Newsletters/insight24.pdf](http://www.nfsmi.org/Information/Newsletters/insight24.pdf)>

### **Nutrition Standards for Foods and Beverages Sold Individually**

- *Recommendations for Competitive Foods Standards* (a report by the National Consensus Panel on School Nutrition), California Center for Public Health Advocacy,  
<[www.publichealthadvocacy.org/school\\_food\\_standards/school\\_food\\_standards/Nutrition%20Standards%20Report%20-%20Final.pdf](http://www.publichealthadvocacy.org/school_food_standards/school_food_standards/Nutrition%20Standards%20Report%20-%20Final.pdf)>
- State policies for competitive foods in schools, U.S. Department of Agriculture,  
<[www.fns.usda.gov/cnd/Lunch/CompetitiveFoods/state\\_policies\\_2002.htm](http://www.fns.usda.gov/cnd/Lunch/CompetitiveFoods/state_policies_2002.htm)>
- *Nutrition Integrity in Schools*, (forthcoming), National Alliance for Nutrition and Activity
- *School Foods Tool Kit*, Center for Science in the Public Interest,  
<[www.cspinet.org/schoolfood/](http://www.cspinet.org/schoolfood/)>
- *Foods Sold in Competition with USDA School Meal Programs* (a report to Congress), U.S. Department of Agriculture,  
<[www.cspinet.org/nutritionpolicy/Foods\\_Sold\\_in\\_Competition\\_with\\_USDA\\_School\\_Meal\\_Programs.pdf](http://www.cspinet.org/nutritionpolicy/Foods_Sold_in_Competition_with_USDA_School_Meal_Programs.pdf)>
- *FAQ on School Pouring Rights Contracts*, American Dental Association,  
<[http://www.ada.org/public/topics/softdrink\\_faq.asp](http://www.ada.org/public/topics/softdrink_faq.asp)>



## **Fruit and Vegetable Promotion in Schools**

- *Fruits and Vegetables Galore: Helping Kids Eat More*, U.S. Department of Agriculture, <[www.fns.usda.gov/tn/Resources/fv\\_galore.html](http://www.fns.usda.gov/tn/Resources/fv_galore.html)>
- *School Foodservice Guide: Successful Implementation Models for Increased Fruit and Vegetable Consumption*, Produce for Better Health Foundation. Order on-line for \$29.95 at <[www.shop5aday.com/acatalog/School\\_Food\\_Service\\_Guide.html](http://www.shop5aday.com/acatalog/School_Food_Service_Guide.html)>.
- *School Foodservice Guide: Promotions, Activities, and Resources to Increase Fruit and Vegetable Consumption*, Produce for Better Health Foundation. Order on-line for \$9.95 at <[www.shop5aday.com/acatalog/School\\_Food\\_Service\\_Guide.html](http://www.shop5aday.com/acatalog/School_Food_Service_Guide.html)>
- National Farm-to-School Program website, hosted by the Center for Food and Justice, <[www.farmtoschool.org](http://www.farmtoschool.org)>
- Fruit and Vegetable Snack Program Resource Center, hosted by United Fresh Fruit and Vegetable Association, <<http://www.uffva.org/fvpilotprogram.htm>>
- Produce for Better Health Foundation website has downloadable fruit and vegetable curricula, research, activity sheets, and more at <[www.5aday.org](http://www.5aday.org)>

## **Fundraising Activities**

- *Creative Financing and Fun Fundraising*, Shasta County Public Health, <[www.co.shasta.ca.us/Departments/PublicHealth/CommunityHealth/projlean/fundraiser1.pdf](http://www.co.shasta.ca.us/Departments/PublicHealth/CommunityHealth/projlean/fundraiser1.pdf)>
- *Guide to Healthy School Fundraising*, Action for Healthy Kids of Alabama, <[www.actionforhealthykids.org/AFHK/team\\_center/team\\_resources/AL/N&PA%2031%20-%20Fundraising.pdf](http://www.actionforhealthykids.org/AFHK/team_center/team_resources/AL/N&PA%2031%20-%20Fundraising.pdf)>

## **Snacks**

- *Healthy School Snacks*, (forthcoming), Center for Science in the Public Interest
- Materials to Assist After-school and Summer Programs and Homeless Shelters in Using the Child Nutrition Programs (website), Food Research and Action Center, <[www.frac.org/html/building\\_blocks/afterschsummertoc.html](http://www.frac.org/html/building_blocks/afterschsummertoc.html)>

## Rewards

- *Constructive Classroom Rewards*, Center for Science in the Public Interest, <[www.cspinet.org/nutritionpolicy/constructive\\_rewards.pdf](http://www.cspinet.org/nutritionpolicy/constructive_rewards.pdf)>
- *Alternatives to Using Food as a Reward*, Michigan State University Extension, <[www.tn.fcs.msue.msu.edu/foodrewards.pdf](http://www.tn.fcs.msue.msu.edu/foodrewards.pdf)>
- *Prohibition against Denying Meals and Milk to Children as a Disciplinary Action*, U.S. Department of Agriculture Food and Nutrition Service [Link to PDF]

## Celebrations

- *Guide to Healthy School Parties*, Action for Healthy Kids of Alabama, <[www.actionforhealthykids.org/AFHK/team\\_center/team\\_resources/AL/N&PA%2032%20-%20parties.pdf](http://www.actionforhealthykids.org/AFHK/team_center/team_resources/AL/N&PA%2032%20-%20parties.pdf)>
- *Classroom Party Ideas*, University of California Cooperative Extension Ventura County and California Children's 5 A Day Power Play! Campaign, <<http://ucce.ucdavis.edu/files/filelibrary/2372/15801.pdf>>

## **Nutrition and Physical Activity Promotion and Food Marketing:**

### Health Education

- *National Health Education Standards*, American Association for Health Education, <[http://www.aahperd.org/aahe/pdf\\_files/standards.pdf](http://www.aahperd.org/aahe/pdf_files/standards.pdf)>

### Nutrition Education and Promotion

- U.S. Department of Agriculture Team Nutrition website (lists nutrition education curricula and links to them), <[www.fns.usda.gov/tn/Educators/index.htm](http://www.fns.usda.gov/tn/Educators/index.htm)>
- *The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions*, U.S. Food and Drug Administration and U.S. Department of Agriculture's Food and Nutrition Service, <[www.fns.usda.gov/tn/resources/power\\_of\\_choice.html](http://www.fns.usda.gov/tn/resources/power_of_choice.html)>
- *Nutrition Education Resources and Programs Designed for Adolescents*, compiled by the American Dietetic Association, <[www.eatright.org/Public/index\\_19218.cfm](http://www.eatright.org/Public/index_19218.cfm)>

## **Integrating Physical Activity into the Classroom Setting**

- *Brain Breaks*, Michigan Department of Education, <[www.emc.cmich.edu/brainbreaks](http://www.emc.cmich.edu/brainbreaks)>
- *Energizers*, East Carolina University, <[www.ncpe4me.com/energizers.html](http://www.ncpe4me.com/energizers.html)>

## **Food Marketing to Children**

- *Pestering Parents: How Food Companies Market Obesity to Children*, Center for Science in the Public Interest, <[www.cspinet.org/pesteringparents](http://www.cspinet.org/pesteringparents)>
- *Review of Research on the Effects of Food Promotion to Children*, United Kingdom Food Standards Agency, <[www.foodstandards.gov.uk/multimedia/pdfs/foodpromotiontochildren1.pdf](http://www.foodstandards.gov.uk/multimedia/pdfs/foodpromotiontochildren1.pdf)>
- *Marketing Food to Children* (a report on ways that different countries regulate food marketing to children [including marketing in schools]), World Health Organization (WHO), <<http://whqlibdoc.who.int/publications/2004/9241591579.pdf>>
- *Guidelines for Responsible Food Marketing to Children*, Center for Science in the Public Interest, <<http://cspinet.org/marketingguidelines.pdf>>
- *Commercial Activities in Schools*, U.S. General Accounting Office, <[www.gao.gov/new.items/d04810.pdf](http://www.gao.gov/new.items/d04810.pdf)>

## **Eating Disorders**

- Academy for Eating Disorders, <[www.aedweb.org](http://www.aedweb.org)>
- National Eating Disorders Association, <[www.nationaleatingdisorders.org](http://www.nationaleatingdisorders.org)>
- Eating Disorders Coalition, <[www.eatingdisorderscoalition.org](http://www.eatingdisorderscoalition.org)>

## **Staff Wellness**

- *School Staff Wellness*, National Association of State Boards of Education [link to pdf]
- *Healthy Workforce 2010: An Essential Health Promotion Sourcebook for Employers, Large and Small*, Partnership for Prevention, <[www.prevent.org/publications/Healthy\\_Workforce\\_2010.pdf](http://www.prevent.org/publications/Healthy_Workforce_2010.pdf)>

- *Well Workplace Workbook: A Guide to Developing Your Worksite Wellness Program*, Wellness Councils of America, [www.welcoa.org/wellworkplace/index.php?category=7](http://www.welcoa.org/wellworkplace/index.php?category=7)>
- *Protecting Our Assets: Promoting and Preserving School Employee Wellness*, (forthcoming), Directors of Health Promotion and Education (DHPE)

## **Physical Activity Opportunities and Physical Education:**

### **General Resources on Physical Activity**

- *Guidelines for School and Community Programs to Promote Lifelong Physical Activity among Young People*, Centers for Disease Control and Prevention, [www.cdc.gov/mmwr/preview/mmwrhtml/00046823.htm](http://www.cdc.gov/mmwr/preview/mmwrhtml/00046823.htm)>
- *Healthy People 2010: Physical Activity and Fitness*, Centers for Disease Control and Prevention and President's Council on Physical Fitness and Sports, [www.healthypeople.gov/document/HTML/Volume2/22Physical.htm#\\_Toc490380803](http://www.healthypeople.gov/document/HTML/Volume2/22Physical.htm#_Toc490380803)>
- *Physical Fitness and Activity in Schools*, American Academy of Pediatrics, <http://pediatrics.aappublications.org/cgi/reprint/105/5/1156>>

### **Physical Education**

- *Opportunity to Learn: Standards for Elementary Physical Education*, National Association for Sport and Physical Education. Order on-line for \$7.00 at <http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=368&section=5>>
- *Opportunity to Learn: Standards for Middle School Physical Education*. National Association for Sport and Physical Education. Order on-line for \$7.00 at <http://member.aahperd.org/Template.cfm?template=ProductDisplay.cfm&Productid=726&section=5>>
- *Opportunity to Learn: Standards for High School Physical Education*, National Association for Sport and Physical Education. Order on-line for \$7.00 at <http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=727&section=5>>
- *Substitution for Instructional Physical Education Programs*, National Association for Sport and Physical Education, [www.aahperd.org/naspe/pdf\\_files/pos\\_papers/substitution.pdf](http://www.aahperd.org/naspe/pdf_files/pos_papers/substitution.pdf)>

- *Blueprint for Change, Our Nation's Broken Physical Education System: Why It Needs to be Fixed, and How We Can Do It Together*, PE4life, <[www.pe4life.org/articles/blueprint2004.pdf](http://www.pe4life.org/articles/blueprint2004.pdf)>

## **Recess**

- *Recess in Elementary Schools*, National Association for Sport and Physical Education, <[www.aahperd.org/naspe/pdf\\_files/pos\\_papers/current\\_res.pdf](http://www.aahperd.org/naspe/pdf_files/pos_papers/current_res.pdf)>
- *Recess Before Lunch Policy: Kids Play and then Eat*, Montana Team Nutrition, <[www.opi.state.mt.us/schoolfood/recessBL.html](http://www.opi.state.mt.us/schoolfood/recessBL.html)>
- *Relationships of Meal and Recess Schedules to Plate Waste in Elementary Schools*, National Food Service Management Institute, <[www.nfsmi.org/Information/Newsletters/insight24.pdf](http://www.nfsmi.org/Information/Newsletters/insight24.pdf)>
- The American Association for the Child's Right to Play, <<http://www.ipausa.org/recess.htm>>

## **Physical Activity Opportunities Before and After School**

- *Guidelines for After School Physical Activity and Intramural Sport Programs*, National Association for Sport and Physical Education, <[www.aahperd.org/naspe/pdf\\_files/pos\\_papers/intramural\\_guidelines.pdf](http://www.aahperd.org/naspe/pdf_files/pos_papers/intramural_guidelines.pdf)>
- *The Case for High School Activities*, National Federation of State High School Associations, <[www.nfhs.org/scriptcontent/va\\_custom/vimdisplays/contentpagedisplay.cfm?content\\_id=71](http://www.nfhs.org/scriptcontent/va_custom/vimdisplays/contentpagedisplay.cfm?content_id=71)>
- *Rights and Responsibilities of Interscholastic Athletes*, National Association for Sport and Physical Education, <[www.aahperd.org/naspe/pdf\\_files/pos\\_papers/RightandResponsibilities.pdf](http://www.aahperd.org/naspe/pdf_files/pos_papers/RightandResponsibilities.pdf)>

## **Safe Routes to School**

- *Safe Routes to Schools Tool Kit*, National Highway Traffic Safety Administration, <[www.nhtsa.dot.gov/people/injury/pedbimot/bike/saferouteshtml/](http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/saferouteshtml/)>
- *KidsWalk to School Program*, Centers for Disease Control and Prevention, <[www.cdc.gov/nccdphp/dnpa/kidswalk/](http://www.cdc.gov/nccdphp/dnpa/kidswalk/)>

- *Walkability Check List*, Pedestrian and Bicycle Information Center, Partnership for a Walkable America, U.S. Department of Transportation, and U.S. Environmental Protection Agency, <[www.walkinginfo.org/walkingchecklist.htm](http://www.walkinginfo.org/walkingchecklist.htm)>

### **Monitoring and Policy Review:**

- *School Health Index*, Centers for Disease Control and Prevention (CDC), <<http://apps.nccd.cdc.gov/shi/>>
- *Changing the Scene: Improving the School Nutrition Environment Toolkit*, U.S. Department of Agriculture, <[www.fns.usda.gov/tn/Healthy/changing.html](http://www.fns.usda.gov/tn/Healthy/changing.html)>
- *Criteria for Evaluating School-Based Approaches to Increasing Good Nutrition and Physical Activity*, Action for Healthy Kids, <[www.actionforhealthykids.org/docs/specialreports/report\\_small.pdf](http://www.actionforhealthykids.org/docs/specialreports/report_small.pdf)>
- *Opportunity to Learn: Standards for Elementary Physical Education*, National Association for Sport and Physical Education. Order on-line for \$7.00 at <<http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=368&section=5>>
- *Opportunity to Learn: Standards for Middle School Physical Education*. National Association for Sport and Physical Education. Order on-line for \$7.00 at <<http://member.aahperd.org/Template.cfm?template=ProductDisplay.cfm&Productid=726&section=5>>
- *Opportunity to Learn: Standards for High School Physical Education*. National Association for Sport and Physical Education. Order on-line for \$7.00 at <<http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=727&section=5>>

# Reading, Writing, And Recess

*Recess ACTIVITIES and GAMES for Elementary  
Children*



## Daily School Recess Improves Classroom Behavior

*Science Daily (Jan. 28, 2009):*

**School children who receive more recess behave better and are likely to learn more, according to a large study of third-graders conducted by researchers at Albert Einstein College of Medicine of Yeshiva University.**

**Helping Children develop POSITIVE CHOICES in a  
SAFE and INVITING environment.**

Presented by:

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## Table of Contents

Recess Rules . . . . .	3
How Can Recess Be Better . . . . .	4
Playground Zones . . . . .	5
Helping Children Form Groups . . . . .	6
Rules for Creating a Recess Game . . . . .	7
Manipulative Rules . . . . .	8
Tail Tag or Flag Tag . . . . .	9
Four Square . . . . .	10
Two Square and Four Square Variations . . . . .	11
Hop Scotch . . . . .	12
Total Tetherball . . . . .	16
Capture the Flag . . . . .	18
Six Goal Soccer . . . . .	21

## Recess Rules

- Keep All rules POSITIVE
- Write rules globally
- Create 3 to 5 playground and recess for your school
- Post the rules for all to see and make them visible in all areas of the playground
- Teach and reinforce the rules

### Examples:

- ALL STUDENTS IN OUR SCHOOL PARTICIPATE IN RECESS
- EVERYONE RESPECTS THE PLAY OF OTHERS
- EVERYONE PLAYS BY "SCHOOL" RULES ON OUR PLAYGROUND

WRITE at least 2 good rules for YOUR playground:

How can recess be better?

1. Supervisors interact with children.
2. The playground is inspected often and kept safe during all seasons.
3. Keep playground rules posted and EVERYONE reinforces the rules.
4. TEACH the children how to USE each zone on the playground.
5. Have a variety of equipment choices for the children
  - a. Color
  - b. Size
  - c. Variety
  - d. Seasonal
  - e. Quantities
  - f. Zones
6. Teach developmentally appropriate activities
7. Help children design their playtime through academic transfer
8. Integrate problem solving into the curriculum
9. Include and VARY the choices at recess
10. Become an active participant!

## Playground Zones:

### Common Playground Zones:

Zones must be well established on the playground.

Each zone must be supervised when children are playing in a designated zone.

If a playground has three designated zones, a minimum of three adults should be supervising and paying attention to the zone their area. Each zone has special safety issues and concerns.

Common zones include:

- **Large playground equipment** with deep fall zone including swings, slides, climbers, Jungle Gyms, tire swings, zip lines, and climbing walls.
- **Blacktop** area: bouncing ball games, jump rope, hop scotch, four and two square, running and walking, tetherball, and basket ball.
- **Grassy** area: soccer, base type striking games, football type games, tag games, older children group games.

DRAW AND IDENTIFY YOUR PLAYGROUND ZONES:

## **HELPING children form groups:**

### Grouping rules

1. Everyone is welcome during recess
2. Everyone plays by SCHOOL RULES.
3. Captains are not the "rulers" of team on our playground.

### Grouping ideas.

#### **ROCK, PAPER, SCISSOR**

- WINNERS form a team (The ROCKS) and the others form the second team
- Any new comers who come in groups of 2 join teams playing Rock Paper Scissors.
- When a solo joins a game – they simply join a side with the fewer players.
- If the sides are equal – they play Rock paper scissors and join either the Rocks or the other team – depending on the outcome of the Rock Paper Scissor game.
- TOTAL SUCCESS!

#### **Standers and sitters:**

- Partners are formed randomly.
- One partner stands and the other sits
- Standers form a team
- Sitters form a team
- (randomly decide who becomes standers and sitters ---example everyone on this side of the room stand and this side sit!!!)

#### **Hair bands**

All students are given four colors of hair bands

- group students according to colors
- continue grouping until the teams "look" equal
- Example – red and yellow together and black and green together
- Allow two scores and change teams --- green and red together and yellow and black together.... Great way to keep the game moving.

RULES FOR CREATING A RECESS GAME:

TEACHER CHALLENGE:

**CREATE A GAME ELIMINATING ARGUING ON THE SOCCER FIELD**

*HELP CHILDREN SOLVE THEIR ARGUING!!!*

*CHILDREN WORK TOGETHER TO CREATE A NEW GAME.*

- 1. STUDENTS MUST IDENTIFY THE PROBLEMS*
- 2. CHANGE THE RULES CREATING THE PROBLEMS*
- 3. CREATE NEW SCHOOL RULES FOR THEIR FIELD, EQUIPMENT AND PLAYERS*
- 4. PRACTICE THE NEW GAME*
- 5. TEACH THE NEW RULES TO MORE PLAYERS*
- 6. REVISE THE GAME WHEN NEEDED*

IDENTIFY games on your playground that would benefit from a "student recess POW-WOW.




ALWAYS Remember the MANIPULATIVE RULES:

I WILL ONLY RETRIEVE MY OWN  
MANIPULATIVE

MY HANDS AND FEET WILL NEVER TOUCH A  
MANIPULATIVE THAT IS NOT MINE

## Elementary Field Day Activity

### Written by C. Evans





<p><b>Name of activity:</b> Flag Tag (Tail Tag)</p> <p><b>Appropriate ages:</b> All Grades</p> <p><b>Purpose of activity:</b> Fleeing, Dodging, Chasing</p> <ul style="list-style-type: none"> <li>★ This is a tag game where students attempt to acquire flags rather from players rather than tagging players</li> <li>★ This is an aerobic activity – players are never out. Continue trying to acquire flags even if you lose your original flags.</li> <li>★ Older children may add dribbling to the game!</li> <li>★ REMEMBER IT IS FOR FUN... SO DOWN PLAY COMPETITION</li> </ul>	
<p><b>SAFETY RULES:</b></p> <ul style="list-style-type: none"> <li>★ Grab only scarf or flag. Do not pull on clothing</li> <li>★ Respect other's self space</li> <li>★ Flags are never tied to clothing.</li> <li>★ Participation by choice! If a child chooses to observe today – that is just fine!</li> </ul>	<p><b>EQUIPMENT NEEDED:</b></p> <ul style="list-style-type: none"> <li>★ Many Flags for each participant. Velco flag football flags are great and so are juggling scarves. Flags must not be tied to clothing.</li> <li>★ Field markers to mark boundaries (keep rather close to encourage dodging).</li> <li>★ An extra pile of flags will encourage the lower skilled children to continue to play... they can select from the pile if they cannot capture a flag.</li> <li>★ Bouncy balls for older children</li> </ul>
<p><b>GROUPING:</b> No grouping needed</p>	<p><b>Set Up:</b></p> <ul style="list-style-type: none"> <li>★ Children scattered in general space</li> <li>★ On signal children begin the game.</li> <li>★ This game should never be played for more than THREE minutes. It favors the more skilled players.</li> </ul>
<p><b>List the Description of your activity:</b></p> <p><b>FLAG TAG OR TAIL TAG is a great agility game for children to practice their chasing, fleeing and dodging skills.</b></p> <ul style="list-style-type: none"> <li>★ Flag tag is a three minute or less game. The game favors higher skilled players and should be avoided for long periods of time within structured activity in play and physical education.</li> <li>★ A safe open area is needed for children to play. Young children are more worried about capturing tails than watching where they are going.</li> <li>★ As children become more proficient with tail tag – add dribbling to the game.</li> <li>★ When a flag is captured it must be connected to the belt before the participant may continue playing. Taking a knee is a good rule for “safe time” while the flag is put away.</li> <li>★ Continue the game until one player has most of the flags or the children are beginning to lose interest.</li> </ul> <p>Adapting the activity</p> <p><b>Equipment</b> – adjust the size, feel and shapes of the flags</p> <p><b>Rules</b> – vary the locomotors used</p> <p><b>Instruction</b> – use photos, visuals, and demonstration to help with instruction</p> <p><b>Environment:</b> Create larger or smaller distance as needed.</p>	



## Activity Template compiled by Colleen Evans

### Challenge Activity: **Four-Square** Skill Theme: **Volley**



<p><b>Server Square</b></p> <p>The server may decide the direction play. Example: Ball direction-- 1-2-3-4 or 1-3-2-4 or ANYWHERE.</p> <p>At least four players are needed for a game of Four Square. If there are 5 or more, a line is formed behind square 1 and 4. The first person in line is the game official.</p> <p>The server must stand behind the serving line and drop the ball and hit with an open handed underhand hit into another square.</p> 	<p><b>Faults include:</b></p> <ul style="list-style-type: none"> <li>Hitting the ball sidearm or overhand</li> <li>Catching the ball</li> <li>Stepping in another square to play the ball</li> <li>Letting the ball touch any part of the body except the hands</li> <li>Failing to follow the server's directions</li> <li>After each fault, players rotate to the next higher number (1 is high) square.</li> </ul> <p>The player who missed rotates out or to square number 4.</p> 
<p><b>Court Dimensions for elementary students are approximately 6x6 feet. Some books have dimensions anywhere from 5 feet 8 inches to 8-foot squares.</b></p> <p>The boundaries belong to the ball. A player may stand outside the boundaries to contact the ball, but the ball must bounce inside the lines.</p> 	<p>The game may be played <u>cooperatively</u> by counting the number of volleys made by your group before a mistake.</p> <p>The game may be played <u>competitively</u> by changing force and angles of travel for the ball - however the volley must be underhand - no sides, no slams. (The receiver will really need quick feet to move into position for the volley.)</p> 

#### Equipment:

1 playground ball per square

Gym floor tape or sidewalk chalk to "build" each square

#### Cues:

##### Flat Surface

Keep your palm flat like a pancake. Remember - fingers are always pointed down and palms are open toward your target.

##### Extend to Target

Extend your legs, body, striking arm toward the target.

##### Quick Feet

Move your feet quickly to always be behind the ball.

## Challenge Modifications

**Two Square:** Same rules as four-square, except only two squares are used. The game may or may not be played with a serving box. If a serving box is not used, the server must stand behind the end line to serve the ball.

**Soccer Square:** Use a soccer ball and a foot volley rather than hands and a playground ball for either four- or two-square.

**Buka Ball:** Add a big challenge by using a buka ball and foot volley rather than a hand volley.

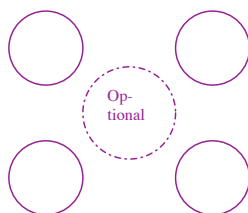
### Racquets:

**Pickleball lead up:** Challenge students to play with pickleball racquets and pickle balls (wiffle balls). (A variety of paddles, racquets, and balls may be used in this lead up activity.)

**Racquetball lead up:** Use racquetball equipment to play the game. This is a wonderful lead for dual racquet sports up using two-square.

**Z-Balls:** Foursquare and two square are a hoot with a z-ball. In this game the ball is caught and immediately released.

**Hoop Ball:** Hoops may be used to create the "squares". This is quite a challenge because the boundaries become smaller and more difficult to hit. A fifth hoop may be added in the center to add a new bounce challenge (no player is in hoop five)!



**Partner four- or two-square:** Same rules as regular four- and two-square, except partners alternate hitting the ball.

**Equipment:** Vary the size, shape, weight and color of the ball. As students become more proficient at four-square, they will enjoy the challenges with both hand and foot volleying activities.

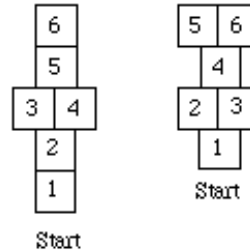
## HOPSCOTCH

Compiled by C. Evans

**Objective:** Objectives vary according to the skill level of the children and the purpose of the game. This game may have multicultural and academic integrated themes.

Example objectives

- ★ *identify, reproduce, extend, create, and compare patterns using actions, manipulatives, diagrams, and spoken terms*
- ★ *Look at the two hopscotch patterns taped out on the floor. Compare the patterns.*



One major objective in physical education is to teach children an activity that may be integrated into recess and home play with friends and family.

### SKILLS:

#### Psychomotor

**Locomotor:** Hop and Jump

**Manipulative:** Underhand Toss (can be played without the toss for preschool through first grade)

#### Affective

**Social** awareness – Following established rules

**Grouping:** 2 to 6 children

#### Equipment (be creative):

Indoor:

Floor tape  
Polydots  
Flat Hoops  
Markers (rocks, bean bags, buttons...)

Outdoor

Chalk

Be creative – allow children to create their own hopscotch boards and develop their own rules once they begin to learn a variety of hopscotch patterns from around the world.

Set -up:

Give groups of three a card and ask them to build the hopscotch pattern and learn to play the hopscotch following the rules on the card. The gym will have different patterns set up everywhere!!!

Grades 3+ Peer teaching opportunity for hopscotch  
Observe the groups; once each group is playing their pattern, it is time to rotate to a new hopscotch.

Have two children from each group move to the next hopscotch while the third remains as the teacher at the original hopscotch.

After the "teacher" teaches the two new students how to play he/she moves back to his/her original group and learns the new hopscotch from the group members.

This is awesome to watch!!! Elementary children enjoy teaching and learning new ways to play the game and this provides a great peer teaching opportunity.

**Basic Game Directions:** (Directions will vary according to a wide variety of resources)

<http://www.kids-crafts-and-games.com/hopscotch-patterns-childrens-games.html>

- \* Each player starts with a marker.
- \* The first player tosses his marker into the first square.
- \* The marker must land completely within that square, without touching a line or bouncing out. (Otherwise, the player loses a turn.)
- \* The squares are straddled, and the left foot lands in the left square, the right foot lands in the right square.
- \* If a player steps on a line or misses his square, he forfeits a turn.
- \* Single squares must be hopped into with one foot.
- \* "Safe" squares give players a moment of neutrality!
- \* When the player reaches the end of the pattern (or court), he turns around and hops back through the court, moving through the squares in the reverse order.
- \* The player picks up his marker on the way back.
- \* The sequence is played over again, and the first one to complete all of the numbered squares without faltering gets to put his initials in the any square and so on.
- \* Other players cannot hop into the initialed squares, so it can get pretty tricky!

Great Hopscotch References:

Hopscotch from Around the World

<http://library.thinkquest.org/J0110166/hopscotch.htm>



This site will give you the directions and rules along with the drawing for the hopscotch board.

<http://www.kids-crafts-and-games.com/hopscotch-patterns-childrens-games.html>

A bit of history (I love history☺)

Hopscotch patterns have been around since the earliest of times. While the basic idea remains the same, there are many variations to the original game. Plus, why not create your own?

Hopscotch was originally developed as a military training exercise for Roman foot soldiers. The course was over 100 feet long, and similar to the course our modern-day football players use for their "tire drill."



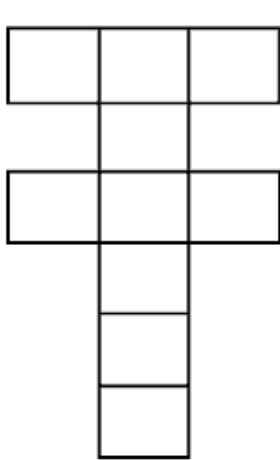
Today, our school playground has hopscotch patterns painted on a concrete surface - but there are many ways to design your "court". Kids can use chalk to add a colorful pattern to the sidewalk or driveway, or tape can be used to avoid being washed off during a rainy day.

My kiddos have their own "lucky" rocks to toss into the hopscotch squares. Their friends use beanbags and other assorted items such as good-luck pennies and bottle caps.

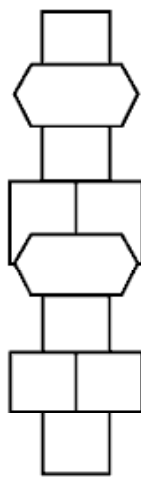
No sidewalk or driveway to draw a Hopscotch pattern? Not to worry! You can use a piece of plastic tarp, or better yet, you can buy carpeted versions of hopscotch patterns to keep your youngsters entertained!

Hop out the pattern (one foot down, two feet down). What square(s) and what number would come next in each pattern?

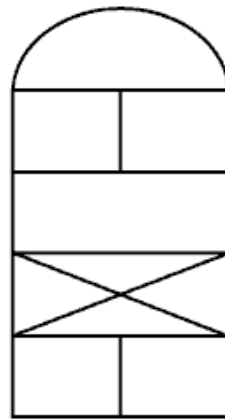
Make up your own hopscotch pattern.



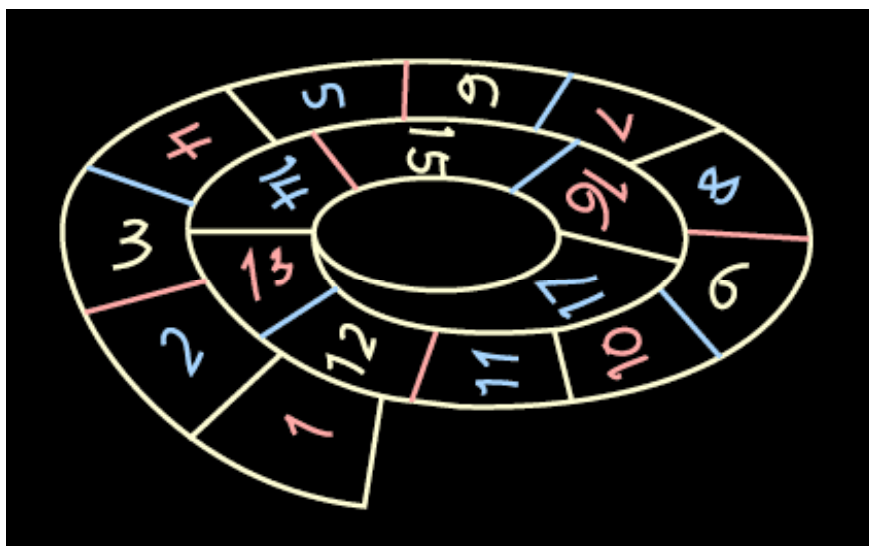
Typical French Grid



Typical Italian Grid



Typical American Grid



<http://www.toteth.com/rules.html>

## Total Tetherball

### The Rules of Tetherball

For any game to work well, it needs rules that make play as lively and as fair as possible. The rules by which many people play tetherball fall far short of making the most of the game. The tetherball rules described below are the best I have used.



### Games and Matches:

A game is won when one player has wrapped the rope as far as it can go in her own direction.

The outcome of each game is powerfully influenced by which player serves, as explained below. For this reason, a match must consist of several games, with the players taking turns at serving. The players can choose how many games must be won to win the match, but the margin of victory must be at least two games, otherwise the player who serves the first game will be at a disadvantage.

### Serve:

In tetherball, possession is everything. Once a good player gets control of the ball, her opponent is in trouble.

In the most common rules of tetherball, one player serves, then either player can hit the ball from that point on. Under these rules, the server has an immense advantage. She has complete control of the ball from the start of the game, and if she's an advanced player facing an opponent of equal skill, she should be able to hit the ball over her opponent each time it comes around, wrapping it to win the game without her opponent even touching the ball.

**The better rule requires** the server to wait until either the opponent strikes the ball or the ball has wrapped four times before she can strike the ball again. This actually gives the receiver the advantage, because he gets the first chance at unrestricted control of the ball. His advantage, though, is tempered by the fact that the server can wind the ball at least one wrap in her own direction and use an angled serve to prevent him from getting a clean first hit on the ball. This makes the contest as fair as it can be, although winning one's serving games is still about as rare in advanced tetherball as breaking serve is in advanced tennis.

### Direction:

Given the disadvantage of serving, the server may choose in which direction to hit for each game in which she serves. For each new game that she begins, she may choose either direction.

### Penalties:

In many versions of tetherball rules, all violations result in loss of game. A fairer system distinguishes between intentional and unintentional violations.

Unintentional violations include the following:

- \* [Stepping off sides.](#)

- \* [Touching the rope.](#)

- \* [Carrying or throwing.](#) When hitting a ball back against the direction from which it comes, the ball should bounce off the hands immediately, with no lingering contact. When hitting a ball that has passed the opponent and continuing it on its way, the ball still cannot be carried or thrown, but a less distinctive impact is to be expected. Serves must be hit, not thrown.

- \* [Double hitting](#) may or may not be intentional, but we give the benefit of the doubt. A player can hit the ball only once per wrap around the pole, except if the ball hits the pole between hits. He could conceivably "dribble" the ball against the pole, but this would be of little advantage, because he would not gain any wraps, and his opponent would likely get an opportunity to steal the ball.

[When one player commits any one of these violations, the ball is stopped and returned to the place it was wrapped when the violation occurred.](#) Both the number of wraps and their height should be re-created. The other player gets to serve, then either player can hit the ball from that point on. If a player commits three unintentional violations, in any combination, the opponent wins the game.

The only intentional violation is grabbing the pole. The penalty is immediate loss of game.

If both players commit a violation at the same time, then a "pole drop" is performed. Both players place one hand on the ball, holding it three feet out from the pole, directly above the line dividing the forward ends of their two sides. They release the ball simultaneously. Once the ball hits the pole, either player can hit it, and play continues normally.

Other rules:

All specific violations are listed above. Other violations would fall under the category of "unsportsmanlike conduct," which we needn't explain here.

Tactics such as hitting the ball in the opponent's direction to gain control are essential to the game, and rules outlawing them only limit the fun and sophistication of the game. Also legal are punching the ball, jumping directly in front of the opponent, and any other tactics that are consistent with good sportsmanship and not specifically prohibited above.

[Total Tetherball](#)

[Find a huge selection of tetherball gear here.](#)

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[Introduction](#) [Advantages](#) [Rules](#) [Tactics](#) [Equipment](#) [Animation](#)



## How to Play Capture the Flag

Adapted from: eHow Hobbies, Games & Toys Editor

<http://www.ehow.com/PrintArticle.html?id=311>

### EQUIPMENT

Overall Things You'll Need

- \* Camouflage clothing when you play at home with family and friends!
- \* Running Or Tennis Shoes
- \* 2 old, brightly colored T-shirts for flags!
- \* Boundary Markers and Jail Markers or designated Jail

In the gym:

1. Boundary markers
2. Pinnies for each team
3. 2 mats for the jail
4. 2 creative flags EASILY captured and BRIGHTLY colored
5. Add obstacles to the playing field as the students become more proficient with the game (mats on end, large balls, boxes, crates...)

### Introduction

Capture the Flag is played outdoors with two teams (*or introduced in Physical Education in the Gym as a Chase, Flee and Dodge game when students begin to strategize game rules*). It's best with teams of three or more players and can be played almost anytime, anywhere.

### Instructions

Difficulty: Easy GRADES 4+ OR 3<sup>rd</sup> graders mixed with older students.

#### Setup

Steps

##### 1 Step One

Divide into two teams of three or more people.

##### 2 Step Two

Divide territories for the teams. Streets, trails, creeks and fence lines all make good border markers.

##### 3 Step Three

Agree on two items to serve as "flags." They should be brightly colored and a foot or two across.

#### 4 Step Four

Decide what happens when captured. Either choose to put players in a "jail" to be rescued by their teammates OR captured players must wear the "new uniform" of the capturing team and continue to play for the new team.

#### Tips & Warnings

- \* Old T-shirts make excellent flags.
- \* The size of the playing field is dependent on terrain and number of players. The more players; the larger the territories.
- \* Teams should be balanced in speed and endurance.
- \* Outer boundaries for the playing area are not required, but may be agreed on for safety or convenience.
- \* When playing outdoors: Avoid areas with dangerous objects, broken glass or cliffs, especially at night.

## The Game

### Steps

#### 1 Step One

Retreat by team into your territory to hide the flag. The flag must be hung at head height and be visible from 20 yards away on at least one side.

#### 2 Step Two

Split into attacker and defender groups within your team. Attackers and defenders can switch jobs as needed.

- ◆ Attackers main job is to capture the opponents flag and OPENLY carry across the border while avoiding being captured by the other team
- ◆ Attackers secondary job is to capture opponents who are lurking near their border
- ◆ Defenders main job is to defend their flag within their border. They may not stand guard of the flag. They must stay outside the flag territory.
- ◆ Defenders secondary job is to capture ALL opponents who cross the border!

#### 3 Step Three

Attempt to sneak across the border, find and capture the enemy flag, and then race back without being caught if you are an attacker.

#### 4 Step Four

Hide around your flag or along the border and try to intercept and catch any opposing players who sneak across if you are a defender.

### 5 Step Five

Capture enemy players by tagging them while they are on your side of the border.

### 6 Step Six

Win by capturing the enemy flag and carrying it back to your side of the border.

### Tips & Warnings

- \* Avoid hiding the flag in a great hiding spot. Instead, put it in a deceptively open spot, where no one will think twice about it.

- \* Captured players must obey your orders. They cannot yell information back to their side.

- \* Once hidden, the flag cannot be moved.

- \* Once you capture the flag, you have to carry it across the border. You can't throw the flag across.

- \* Guarding the flag is poor sportsmanship and also reveals the location of your flag. Agree not to post a guard within 10 feet of the flag.

- \* Wear dark or camouflage clothing and tennis shoes.

- \* You can play with three teams and three flags to make things more complicated.

## Jail

### Steps

#### 1 Step One

Put captured enemy players in "jail" by picking an area with a clearly defined border to serve as the jail.

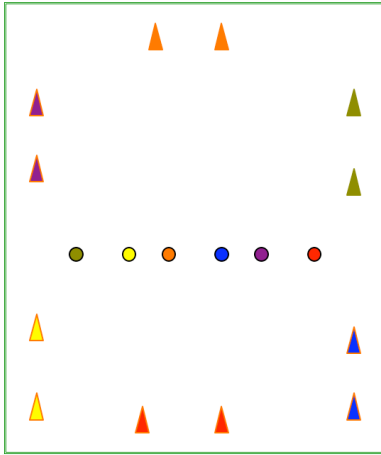
#### 2 Step Two

Rescue teammates by sneaking across the border, finding the jail, tagging your teammate, then racing back across the border.

#### 3 Step Three

Recapture players by tagging them again before they reach the border.

## SIX GOAL SOCCER



**Players** - 3 or 4 on each team

**Suggested grade level:** 3 - 6

**Equipment** - two cones and one ball for each team. (pins may be used for challenge and scoring)

It is best to have 6 different colors for cones, pins, and balls.

**Purpose:** work together as a team use to score in each goal

**Main rules:**

1. each team has a goalie
2. players must pass the ball between each player before shooting a goal
3. score in all opposing goals
4. chase your own ball after making a goal
5. all kicks must be on the ground
6. goals only count if they are between the cones
7. use "in the field" kicks when defending or kicking an opposing team's ball out of the way



**Variations:**

Six-goal soccer played like regular soccer however there are six goals. Each team begins the game with 5 pins behind their goal (one for each of the opposing team). If team 1 scores a goal on team 2 then team 1 takes a pin and places behind their goal. If a team runs out of pins, their goal is closed. That team can bring their goalie out and try to score a goal and get a pin back.

Feel free to switch teams and start again when you see fit. Go over strategies for moving the ball to open spaces and reminding students to move to open spaces.

